

OVERSEAS STUDENTS FROM THE SOUTH PACIFIC ISLANDS IN NEW ZEALAND

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A. OVERSEAS STUDENT INTAKE AT NEW ZEALAND TERTIARY EDUCATIONAL INSTITUTIONS

According to the Education Statistics of New Zealand, 1991, overseas student enrolment was 2,842 in universities and 696 in Polytechnics. Students from South Pacific Islands numbered 809 in universities and 448 in polytechnics (64% of the overseas student population), which shows that they are a majority group in the New Zealand overseas student body. Table 1 shows Nationalities of Overseas Students in Universities, while Table 2 shows Nationalities of Overseas Students in Polytechnics.

Table 1 **Enrollments in Extension Studies**

	Preliminary	Foundation	Vocational	Degree	Pre School	Total
Sem 1, 1990	20	255	51	41	0	367
Sem 2, 1990	38	166	87	82	0	373
Sem 1, 1991	100	204	77	53	5	439
Sem 2, 1991	40	121	62	87	3	316

Table 2 **Enrollments from Outer Islands**

	Aitutaki	Atiu	Mangaia	Mauke	Mitiaro	Palmerston
Sem 1, 1989	12	2	4	1	0	0
Sem 1, 1990	5	0	3	2	0	0
Sem 2, 1990	2	7	5	4	2	0
Sem 1, 1991	23	7	8	7	16	0
Sem 2, 1991	2	6	3	4	5	0

Table 2 **Enrollments from Outer Islands cont.**

	Pukapuka	Nassau	Rakahanga	Manihiki	Penrhyn	Total
Sem 1, 1989	0	0	0	0	0	19
Sem 1, 1990	0	0	0	0	0	10
Sem 2, 1990	0	0	0	0	0	20
Sem 1, 1991	0	0	0	0	15	76
Sem 2, 1991	0	0	0	3	18	41

For the purposes of this paper, the South Pacific Island nations comprise: the Cook Islands, Fiji, Kiribati, Nauru, Niue, Papua New Guinea the Solomon Islands, Tonga, Tokelau, Tuvalu, Vanuatu and Western Samoa. These island nations have a close relationship with New Zealand, both geographically and politically; therefore students from these nations have special privileges to study in New Zealand. For example, it is difficult for students from Japan or other so called "developed countries" to be full-time students in New Zealand tertiary education except as "full-fee students", who are required to pay all necessary expenses by themselves. On the other hand, the New Zealand Ministry of External Relations and Trade (MERT) offers:

(a)"Fee Scholarships" and

(b)"Official Development Assistance Study Awards" to students from locations where human resources development and technology transfer are most needed.

The former is a tuition waiver which goes mainly to university undergraduates and polytechnic students and the latter is given mainly to higher degree-seeking students as a part of ODA assistance to their countries. These ODA Scholarships cover not only tuition but all expenses needed to study abroad, such as travel costs, stipend, etc. Such awards are highly sought-after and competition for them is very keen. The successful grantees are usually young and able government officials who are expected to go back and serve to their home country after graduation.

Under these favourable circumstances, many students from South Pacific Island Nations come to pursue their goals in tertiary educational institutions in New Zealand.

B. BACKGROUND TO THE PRESENT RESEARCH

This research was undertaken to gather data on South Pacific Island students studying in "developed countries" as a control group within a major research project, "Distance Learning in the South Pacific". This was a venture of the National Institute of Multimedia Education under the auspices of the Ministry of Education, Japan, which provided the necessary funding. The actual interview research was performed from September 9 to 20, 1991 in the four major tertiary institutions in the north island of New Zealand: Auckland University and Auckland Technical Institute in Auckland, the Victoria University in Wellington and Massey University in Palmerston North.

The informants were former and present overseas students from South Pacific Island nations, either with or without experience of the USP Extension, a long-distance education service provided by the University of The South Pacific (USP). I had hoped to find informants through the USP in order to set up interview dates with them prior to my arrival in New Zealand. However, this was impossible due to circumstances outside our control. Therefore I ended up making contact with various people and institutions in New Zealand and asking for their help. This preparation period was most difficult but was ironically one of the keys to the success of the research.

C. INFORMANTS

Through people and institutions who acted as mediators, I could meet and interview 26 informants:

6 at Auckland University, 7 at Victoria University, 9 at Massey University and 4 at Auckland Technical Institute (ATI). They comprised 14 female and 12 male individuals, whose age span was from 19 to 52. There were 5 from Fiji (including 4 Fijian Indians), 5 from Samoa, 7 from Tonga, 4 from Kiribati, 1 each from Tokelau, the Cook Islands, the Solomon Islands, Vanuatu and Papua New Guinea. According to their degree levels, there were 4 polytechnic students, 10 undergraduate students (including 2 in short diploma courses and 2 in higher diploma courses), 8 graduate students (including 6 returnee students after some work experience), and 4 alumni. Table 3 shows the brief profiles of these informants.

Table 3 List of Informants

No.	Sex	Age	Home Isl.	School	Grade	Degree/Cert	Scholarship	Future occupation	Place to reside
No.1	F	19	Tokelau	ATI	S	Cert	X	Job	NZ
No.2	F	19	Samoa	ATI	S	Cert	X	Job	NZ
No.3	F	21	Tonga	ATI	S	Cert	F	Bus	NZ-O/S
No.4	M	26	Tonga	UA	S/G	ph.D	O	Prof	NZ/O/S
No.5	F	37	Tonga	UA	G	MA	O	Prof	NZ
No.6	F	38	Tonga	UA	S/G	MA	O	Prof	O/S-Home
No.7	F	39	Kiribati	UA	G	BA	X	Prof	NX
No.8	F	20	Fiji(Indo)	VU	S	Dip	F	Bus	O/S-Home
No.9	F	19	Fiji(Indo)	VU	S	Dip	F	Prof	Home
No.10	F	33	Samoa	VU	S/G	MA	X	Ph.D	NZ
No.11	M	26	Tonga	VU	S	BA	F	MA	Home
No.12	F	22	Kiribati	VU	S	BA	F	BADip	Home
No.13	F	32	Kiribati	VU	S	BADip	O	Prof	Home
No.14	M	24	PNG	MU	S	BADip	O	Bus	Home
No.15	M	32	Tonga	MU	S/G	MBA	O	Bus	Home
No.16	F	20	Cook Isl.	MU	S	BA	X	Ph.D	O/S
No.17	M	32	Fiji(Indo)	MU	S/G	MA	O	Prof	O/S-Home
No.18	M	25	Samoa	MU	S	BA	F	MA	NZ-Home
No.19	M	24	Solo.Isl.	MU	S	BA	F	Prof.	Home
No.20	M	21	Vanuatu	MU	S	BA	F	MA	Home
No.501	M	29	Kiribati	MU	S	MA	O	Ph.D	O/S-Home
No.502	M	28	Fiji(Indo)	MU	S	MBA	X	Prof	Home
No.503	F	41	Samoa	U	S/G	MA	O	Ph.D	NZ-Home
No.504	M	29	Fiji	UA	G	MA	X	Ph.D	NZ
No.505	M	52	Samoa	VU	G	MA	O	Prof	NZ
No.506	F	23	Tonga	ATI	S	Cert	O	Job	NZ

Categories

ATI: Auckland Technical Institute
VU: Victoria University
UA: University of Auckland
MU: Massey University
S: Undergraduate student

G: Graduate student
S/G: Returnee student
Cert: Certificate
Dip: Diploma
BaDip: BA Diploma
X: Non scholarship

O: MERT/ODA Study Awards
F: MERT Fee Scholarship
Job: Ordinary employee
Bus: Own business /employer
Prof: Professional, already employed
O/S: Overseas employment

D. RESULTS OF THE INTERVIEWS.

Based on information obtained by the intensive interview process, I should like to describe the general characteristics of the South Pacific Island students in New Zealand tertiary educational institutions.

a. Age/Academic Background :

Informants are divided into 2 age groups.

Group 1 includes students in polytechnic or in the short diploma courses (1 to 2 years) at university which do not lead to degrees. They are all females in their late teens to early twenties.

Group 2 consists of students mainly in their late twenties to thirties/forties who are seeking BA or higher degrees in universities. Many of them have gained working experience prior to their returning to school again. The 4 alumni are included in this category as they are all university degree holders.

b. Scholarships:

Students who do not receive any scholarships are either holders of or applicants for New Zealand permanent residency, which is not so difficult for South Pacific Islanders to obtain, so that they can be educated free of charge. The rest of them in this group are all MERT Fee Scholarship recipients. Nearly all students in the second group are MERT Scholarship holders. Especially, the graduate students are all recipients of MERT ODA Study Awards, which cover all educational expenses.

This shows that students from South Pacific Nations are given financial privileges in terms of their education in New Zealand. However, such financial aids do not cover all the living expenses of these students. Students in Group 1 -- not only non-scholarship holders but those who receive Fee Scholarships-- need to depend on their family and relatives for their daily living expenses. They tend to live with their siblings or lodge in their relatives' houses. Although MERT ODA Study Awards give full scholarships, students in Group 2, who are adult and have families to support, have to earn extra money taking part-time jobs such as teaching assistantships, gymnasium caretaker positions, etc. In the case of students with no such scholarships, they need to leave school for a year or so to earn enough money to support themselves to complete their degree. Therefore, they said that their most serious problem is the lack of time to concentrate on studying.

c. Areas of Study.

Studies tend to be concentrated on practical matters such as Economics, Business Administration, Political Science, Computer Science, Regional Development. At the Polytechnic level, Accounting, Secretarial Training, and Tourism and Hotel Management are popular majors. This tendency seems quite common among overseas students from developing countries. There are some female students majoring in languages, mainly in the Teaching of English as a Second Language. They are planning to be English language teachers upon returning to their islands.

d. Reasons to study abroad.

As shown in their preference of study areas, their reason to study abroad is to seek better jobs/status in the future. However, the findings in this questionnaire show a distinction between the two groups in their objectives.

Group 2, which is composed of graduate students, say that their goal is to work for the development of their countries and obtain honours from the work.

Group 1, on the other hand, tend to pursue their own advancement more directly, that is to say money making. In job hunting, the biggest attraction for them is the amount of income, not the type of job.

This variance in objectives could be affected by age differences because Group 1 contains younger students with more limited experience than Group 2. Even so, this distinctive difference seems quite an interesting phenomenon.

e. Family background and social status:

In South Pacific Island societies, there still remains a rigid social hierarchy. Generally speaking, students studying abroad from developing countries are from wealthy or highly-placed families. However, government financial aids such as MERT Scholarships make it possible for competent students from poor families to be educated overseas. Therefore, another categorization using their family background and social status develops.

Group A refers to students from high social-status families such as "Matai" title holders in Samoa and/or from wealthy families, and Group B refers to students from lower social status and/or relatively low income families. Although social class is a very important factor in South Pacific Island societies, possibilities exist for able people with education and training to climb up the social ladder. Especially today, in the new era of the Pacific, higher education and training have become a passport to more important posts and higher income. Therefore male students, not only in Group A but in Group B are quite positive about their future and show very little negative feeling toward their home countries except for perhaps making some subjective criticism and expressing frustrations with present political and economic conditions.

Apart from some Fijians whose homeland is still politically unstable, all the other students are planning to go back home after completing their education as there are plenty of jobs waiting for them. Especially for students in Group A, the future is extremely promising. This tendency, however, seems not applicable to female students. Except for those with very high social status and with excellent abilities and skills, the status of women in the traditional social structure of the island societies is still quite low. Almost all female informants mention that one great advantage of living in New Zealand is more equal treatment in the society in comparison with their home countries. They show a high level of frustration with sex roles in their home communities and appreciate the freedom they can enjoy in New Zealand life. Many of them comment that "women like us, who have known the outside world and are accustomed to it would have difficulties in adjusting to and being accepted by the island communities." Another comment is: "for educated women without

outstanding social rank and connection, it is difficult to find good positions back home."

In this questionnaire, the reactions based on the gender difference revealed very distinctive and interesting findings. More detailed and precise findings could be obtained if expanded research analysis using information from all other research locations on this matter were applied.

f. Future planning and the country desirable for residence.

As discussed earlier, students in Group 1 who are in Polytechnic and in Short Diploma Courses recognize education as a tool to get better jobs with higher income potential. Based on this goal, they tend to major in practical job--related courses rather than the ones they are personally interested in studying. They are all planning to go back home or to settle in New Zealand to work and start a family. They might go and live somewhere such as Australia to find better opportunities but this would be temporary and otherwise they have no strong intentions of living abroad. This result could be a little biased as the informants were all young female students.

Students in Group 2 who are in higher degree courses show a different tendency than Group 1. Many of them also plan to go back to their home islands except those who have already settled in New Zealand with stable jobs and/or families. Especially the students under MERT ODA Study Awards are contracted to serve their home islands for at least 2 years. This group has stronger interests and motivations for living overseas, especially in other developed countries, in order to gain higher degrees or training. The preferred overseas countries are the USA, the UK, and Australia but there were 3 students who showed interest in studying in Japan although they were very aware of the difficulty in learning the Japanese language and thought their dream unrealistic. Even though they may decide to live in another overseas country for a while, their goal is to go back and become leaders in their home islands or in the South Pacific Region. Again, there are preferences among female students in Group 2 to stay in New Zealand for good rather than going back to their old community.

g. Knowledge and evaluation of the USP Extension Programme.

All the younger informants are completely ignorant of the USP Extension and activities of the Regional Centres. Among older students, however, there were not only ex-participants but also ex-administrators and centre-tutors of the USP Extension Programmes (4 informants). They were extremely informative due to their rich experiences at the USP Extension. [Refer to the individual interview notes for details.] In general, the informants in New Zealand evaluated the USP Extension as:

- i. lower in educational level and a less prestigious qualification compared to universities in developed countries,
- ii. disadvantageous due to time lag for correspondence and shipping of teaching materials with frequent delays and misplacement.

They also commented that the class sessions using satellite systems were not effectively used due to the poor reception of the sound and the cultural barrier for islanders who are not comfortable in

communicating with teachers on the other end of the radio. On the positive side, they evaluated the USP Extension as a useful means of on-the-job-training for promotion of primary or middle level officials and/or people who are not fortunate enough to be educated at school owing to family or personal reasons. For evidence of this, there is an informant whose success story owes a lot to the USP Extension Programmes [see Case Study no.3 for details].

E. FINDINGS: FOUR TYPES OF STUDENTS WHO TAKE DIFFERENT ROADS.

According to the above mentioned information gathered in this research, students from South Pacific Island Nations studying in New Zealand are categorized into the following 4 types with different attitudes toward their student life and future prospects:

- (1) Elite-A Type= higher social class/wealthy /higher educational level
- (2) Elite-B Type= lower social class/ordinary or poor/higher educational level
- (3) Ordinary-A Type=higher social class/wealthy/lower educational level
- (4) Ordinary-B Type=lower social class/ordinary or poor/lower educational level

As seen in their answers to the evaluation to the USP Extension, any of them who can study in a developed country are the so-called "elite" with corresponding high educational levels. In this paper, however, students are categorized as follows:

Higher social class = those who are Matai or from an equivalent traditional chieftain class
Wealthy = those who are from families of high government officials or owners of private firms
Higher educational level = Recipients of MERT ODA Study Awards.

Utilizing this categorization, the country desirable for them to reside in was reviewed because their future prospects in life can be closely related to this decision. The result is as follows:

- (1) Elite-A Type = directly home(5), home after other countries(1), settle in New Zealand(0)
- (2) Elite-B Type = directly home(4), home after other countries(4), settle in New Zealand(5)
- (3) Ordinary-A Type = directly home(1), home after other countries(1), settle in New Zealand(0)

- (4) Ordinary-B Type = directly home(0), home after other countries(0), settle in New Zealand(5)

The different attitudes towards their student life and the future prospects of these 4 types may be explained as follows:

- (1) Elite-A Type Ultra-elite.

No intention to stay and live in New Zealand or any other overseas countries. All of them (except one who hopes to seek a higher degree in another developed country) are going back home immediately after completion of their academic programmes. To the question: "Is there any possibility of getting a good job what you want?", all of them answer: "yes, plenty", or "a good position is waiting for me on my return." It is no mystery why they have no intention of living outside of their own countries; there is a high potentiality for them to enjoy a good life with interesting jobs and high status at home. They are indeed talented people but in addition to that, their higher social class means a lot in their traditional society. One informant in this category says, "I do not need to worry about getting a good job because of my [very high ranked] title."

(2) Elite-B Type .

All this group are in graduate school and most are recipients of MERT ODA Study Awards (7 out of 11) which means they are hard-working and high achievers in education. They seem to be equally divided into three groups:

- (a) 4 for directly home,
- (b) 4 for home after other countries , and
- (c) 5 for settling in New Zealand.

However, a clear distinction between male and female students can be seen; students in (a) are all males, 3 out of 4 in (b) are males, and 4 out of 5 in (c) are females. This means that the future prospect of elite females without social status are grim in the home countries compared to their male counterparts who have better opportunities to rise if they go back with distinctive degrees or skills. Some of these female informants commented : "it would be hard for me to find a suitable job in my island", "they do not accept women like me", "I will be suffocated if I go back to the traditional community".

These answers show that they see more future prospects in New Zealand or western social systems than in their home country. If compared with students of (1) Elite-A Type, male students in this group, although with more promising futures back home than their female peers, showed more interest in living outside of their home island and demonstrated a strong intention to find jobs in international organizations such as the United Nations, or in institutions of the South Pacific Regional Government. Both male and female students in this category mention their experiences of being discriminated against. A female informant mentioned her fear of and anger against not only Pakeha (Caucasians), but also her fellow male islanders , although she did not want give details . Some male informants coincidentally mentioned their sour experiences with some New Zealand professors who have prejudices against Pacific Islanders and believe that their academic abilities are inferior to those of Caucasians . There was no opportunity to confirm any such incident; however, it should be noted that this was mentioned by several students. To the question of how they faced this situation, their answer was the typical one among Asian/Polynesian students. They said: " It is no good to protest against the professors. If we do, they will treat us worse. The only thing we can do is to suggest to our juniors not to take courses from these professors." Students in this group tend to have various stresses and anxieties while struggling to climb the social ladder. However, they also seem to have a very colourful life full of incidents. They were the most cooperative group in the present research. Therefore the interview sessions with them always extended much longer than scheduled.

(3) Ordinary-A Type.

Informants in this group are from higher social classes or from wealthy families but have a lower level of academic achievement and hence status. As the number of informants in this group was only two and both were younger females [Fijian Indian], these findings can not be generalized, but

are still worth discussing under the above mentioned limitations. Their fathers are rich businessmen and have a strong influence on their education and their course of life. The informants do not have a clear vision for their future yet and put more emphasis on the will of family members than their own interest in life planning. They know that their fathers will find suitable jobs for them after the completion of their education. They have no intention of seeking a higher degree nor any desire to settle in New Zealand or other foreign countries. They suffered severe home-sickness when they first arrived in New Zealand. They live with their male siblings and do all household chores for them. In short, they generally accept traditional female roles in their own community without strong resentment or rejection of these roles. Near the end of the interviews, however, both of them confessed that they have gradually become more frustrated at not being permitted to make decisions by themselves, but having to blindly follow their family members' direction. This would be the influence of the cross-cultural experience they are being exposed to outside of their closed society, even though it is very limited in degree.

(4) Ordinary-B Type

Those who have no higher social rank nor any high level academic achievements are placed in this category. They are all young female students. Their parents have zero or minimal education and usually the informants are the first generation receiving any higher education in their family. They are either holders of or applicants for New Zealand permanent residency. Therefore, all of them are planning to settle in New Zealand for good. They seemed to concur that there was "no prospect for us in our home island as long as the present social system exists", "I may be able to find simple manual work back home. Not interesting at all. No reason to go back". Their main reason for being in higher education is either finding jobs with a high income or enjoying their "moratorium" before the responsible stage of life begins. They are the most "westernized" group and rebel against traditional social norms such as curfew for girls, compulsory attendance at church, ethnic group gatherings, etc. They feel these duties are the most onerous and frustrating factors in their daily lives.

Although they experienced some culture-shock and reaction against Western society at the beginning, they adjusted very quickly. This group maintains the least attachment and identification with their home island societies. Many of them answered the question: "How can you contribute to the development of your home island?" by saying such things as: "To let them [people in the home community] know the western way of life, which is better than their own", and: "I make money and send it to relatives back home."

F. ABSTRACT.

To sum up, the following findings about students from South Pacific Island Nations are drawn from a detailed review of the questionnaire results:

1. There are more males in higher educational courses, and fewer males in lower courses.
2. Males and the highly educated group tend to go back home while females and the less

educated group tend to stay in New Zealand.

3. No matter what educational level they belong to, students from the lower social classes tend to have greater stress and anxiety than ones from higher social classes.

4. No matter what social class they belong to, students from South Pacific Island Nations tend to see education or degrees as an important factor in gaining higher income and social status and not just knowledge or honours.

5. In general, they, especially the younger students, have very limited information about the USP Extension Programme and they consider the academic level of universities in developed countries to be superior to that of the USP.

G. CASE STUDIES

Some interesting cases from the interview notes are presented to provide additional information.

i): A female adult student with Matai title. Majoring in Linguistics, specializing in Samoan language. As a part time job, she teaches Samoan culture and language at the University. She believes that the best way to develop Samoan society is to extend the Samoan vocabulary to meet the needs of the modern world of high technology and to teach Samoan children in their native tongue at secondary school. Her life-work is to edit and publish a "Samoan-Samoan" dictionary. She is also very active in local Samoan community affairs [partly owing to her high social rank]; these various duties often prevent her from studying, but she takes them on with pride and pleasure as a kind of "noblesse oblige". She is a broad-minded woman with considerable dignity.

ii): The most exceptional case among students who normally tend to major in practical or industrial subjects is this Samoan novelist. As an alumnus of MERT Scholarships who majored in history, and an established writer/professor in English literature, he is considered a pioneer in his field as well as one of the role models of students from South Pacific Islands. His books-- which are usually based on Samoan themes-- are highly acknowledged, not only as novels, but as good reference materials in South Pacific studies. Although it is quite natural that the government scholarships give preference to students who learn "practical" subjects in order to develop their home island nations, it should be considered at least in future that more opportunities should be offered to those who have talents in the fields of Arts and Humanities, lest the islands' unique cultures perish.

iii): Although the USP Extension is facing various problems that need to be solved, including political issues, this long-distance education programme gives wider opportunity to island people who are not able to obtain standard higher education owing to economic or other factors . Here is the case of a student who could open the door to the life he wanted through the USP Extension. This male adult student from Kiribati is now in his Masters programme in Business Administration under MERT ODA Study Awards. Owing to family poverty he had to give up even his compulsory education. " I cried when I had to see my peers' boat off from our little island shore to Tarawa [the Capital of Kiribati] where they [would] continue their schooling. I felt I was totally left behind." While working full-time, he obtained a University Entrance Certificate through the USP Extension

and then enrolled as a full-time student of the USP itself in Suva, Fiji where he obtained his BA degree. After various job experiences he is now pursuing his MA in New Zealand. " Without the USP Extension and governmental Scholarships, people like me with poor family conditions had no choice but to live in obscurity at the corner of a small island accumulating frustration and discontent." He is intending to obtain his doctorate in another developed country, perhaps at a top-ranked university in the United States. He confessed that he once seriously considered studying in Japan, as he was very interested in Japan's recent rapid growth, and he feels very close to Japan both geographically and culturally. In reality however, he is well aware of the obstacle that learning the Japanese language presents.

" If I [were] younger, I would definitely take on the challenge but my top priority at this life stage is to complete my degree as soon as possible because I have many things to do after that."

H. CONCLUSION

Throughout this research, I was fortunate enough to establish a very open and positive rapport with this group of informants quite easily. They frequently mentioned their positive feeling toward the Japanese and this was a helping factor in the successful interview sessions. Many of them commented that "Usually, we Pacific Islanders are too shy and reserved to tell personal matters to outsiders, but you are a Japanese with whom we feel very close. It was so easy to talk with you and I can not believe that I disclosed so much." I am not sure whether the present situation of Japanese society deserves such high accolades; however, it was very nice to be accepted so positively. It is a pity that the opportunity for those students who wish to pursue their studies in Japan is so limited at present. The information gathered in this research is going to be analyzed as a part of a major research project throughout the South Pacific Island Nations as well as in 2 other developed countries. I hope this report will make some small contribution to the findings of the main research project.

Through this research process, I found very rich data as well as current researchers in this field who are active in New Zealand. Therefore I would like to recommend cooperating with these scholars and giving a more intensive focus to New Zealand if a follow-up study is planned in the future. In the process of rapid change from a bi-cultural to a multi-cultural society it is very obvious that the study of immigrants and sojourners from South Pacific Island Nations will become ever more important in New Zealand studies. I was very grateful to be a part of this research project, which gave me an opportunity to expand my interest from the topics of Japanese sojourners and Maori affairs to this exciting area of study from which I have learned a lot. To conclude this report, I should like to acknowledge all the people who provided me with great assistance before and during the work of research. First, my gratitude goes out to all the students from the South Pacific Islands who served as my informants, then to the mediators: The Director, Dr Crocombe and her staff at the Centre for Pacific Studies of the University of Auckland, Ms S. Fenton at ATI, Dr A. Meade (now Director of NZCER) and the staff of the International Student Centre of Victoria University, Prof. K. Thomson of International Pacific College, Mr Armand Shingh, former

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